



Personal and Organizational Well-Being in Schools

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CZ Teacher Well-Being Week

February 2024

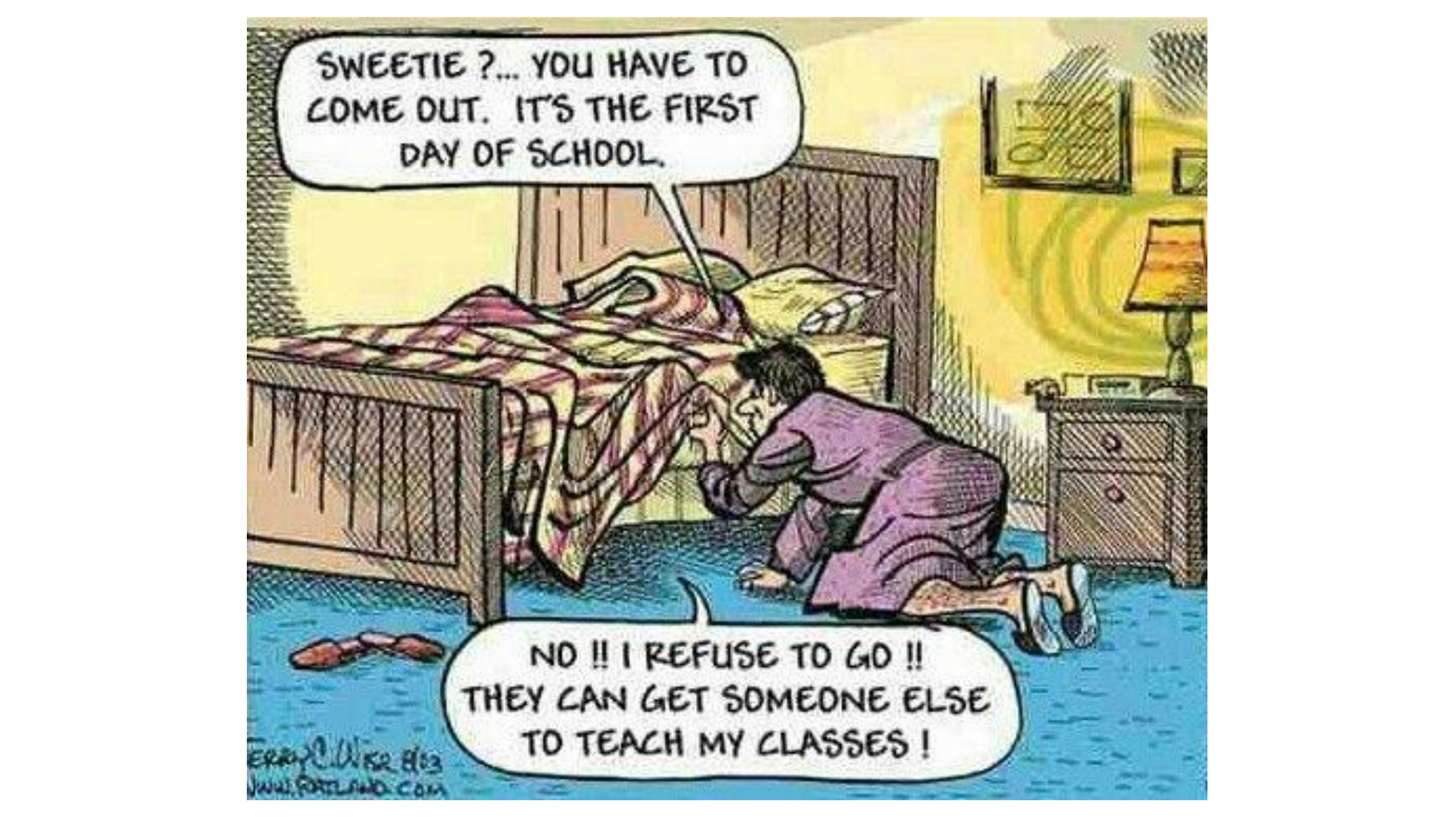
National Center for School Mental Health (NCSMH)

- Established in 1995 with funding from the US Department of Health and Human Services (HHS), Health Resources and Services Administration
- The **NCSMH mission** is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth.



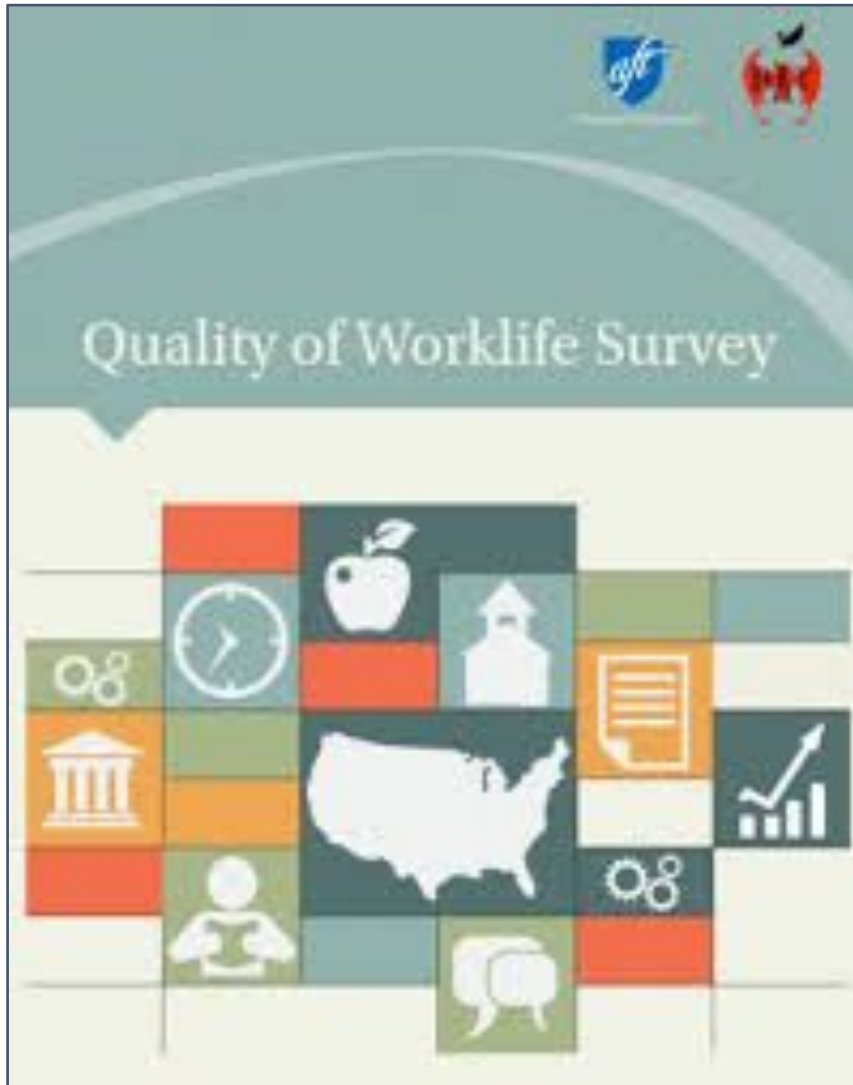
UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE

Visit the NCSMH website at
www.schoolmentalhealth.org

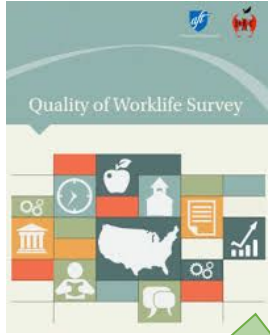


SWEETIE?... YOU HAVE TO COME OUT. IT'S THE FIRST DAY OF SCHOOL.

NO !! I REFUSE TO GO !!
THEY CAN GET SOMEONE ELSE
TO TEACH MY CLASSES !



Here's what
we want you
to know...



“This job is stressful, overwhelming and hard. I am overworked, underpaid, underappreciated, questioned and blamed for things that are out of my control.”

“For the past eight years, my blood pressure is consistently 20 points higher during the school year than in the summer.”

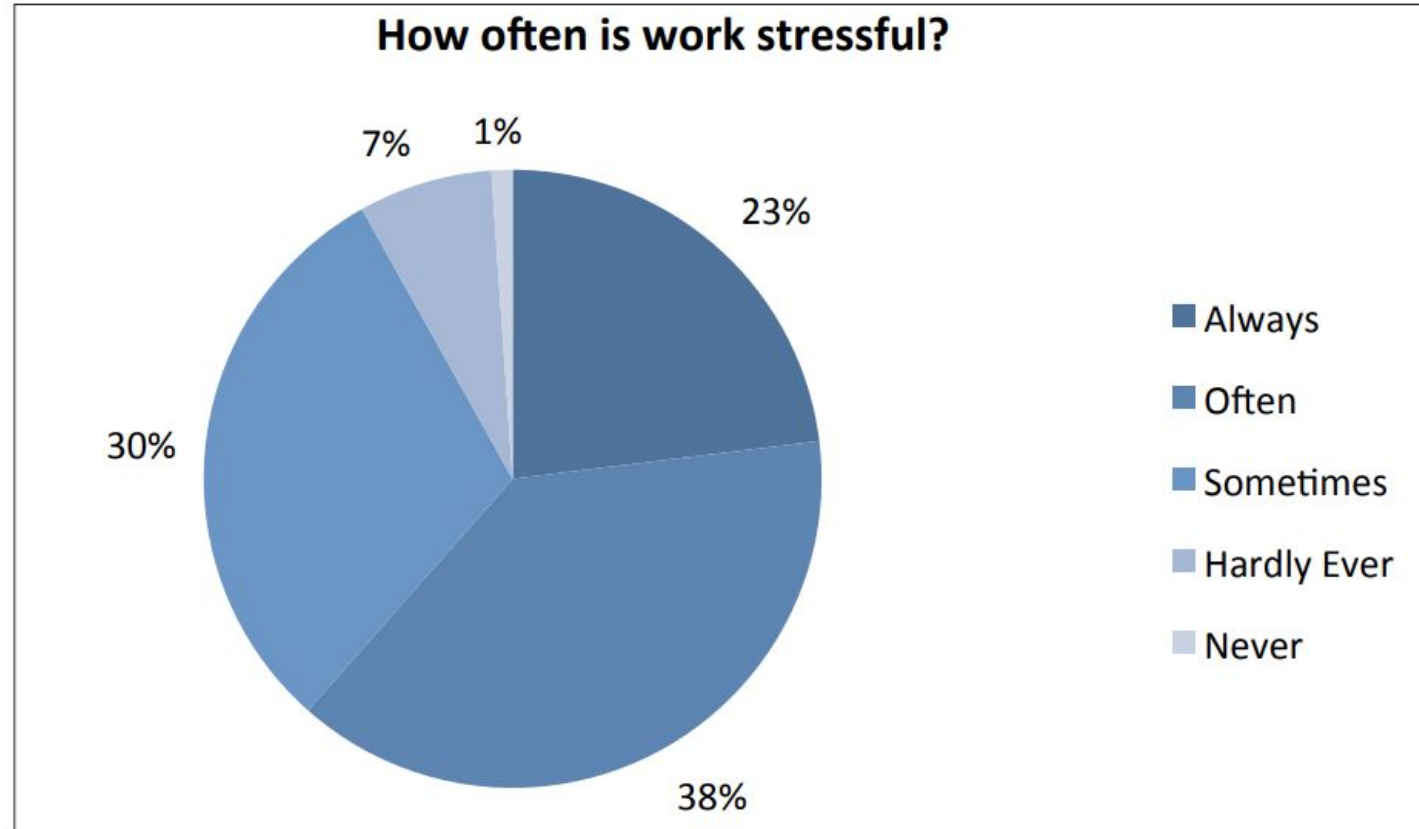
ALWAYS: 23 PERCENT

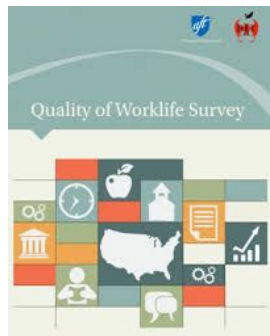
OFTEN: 38 PERCENT

SOMETIMES: 30 PERCENT

HARDLY EVER: 7 PERCENT

NEVER: 1 PERCENT

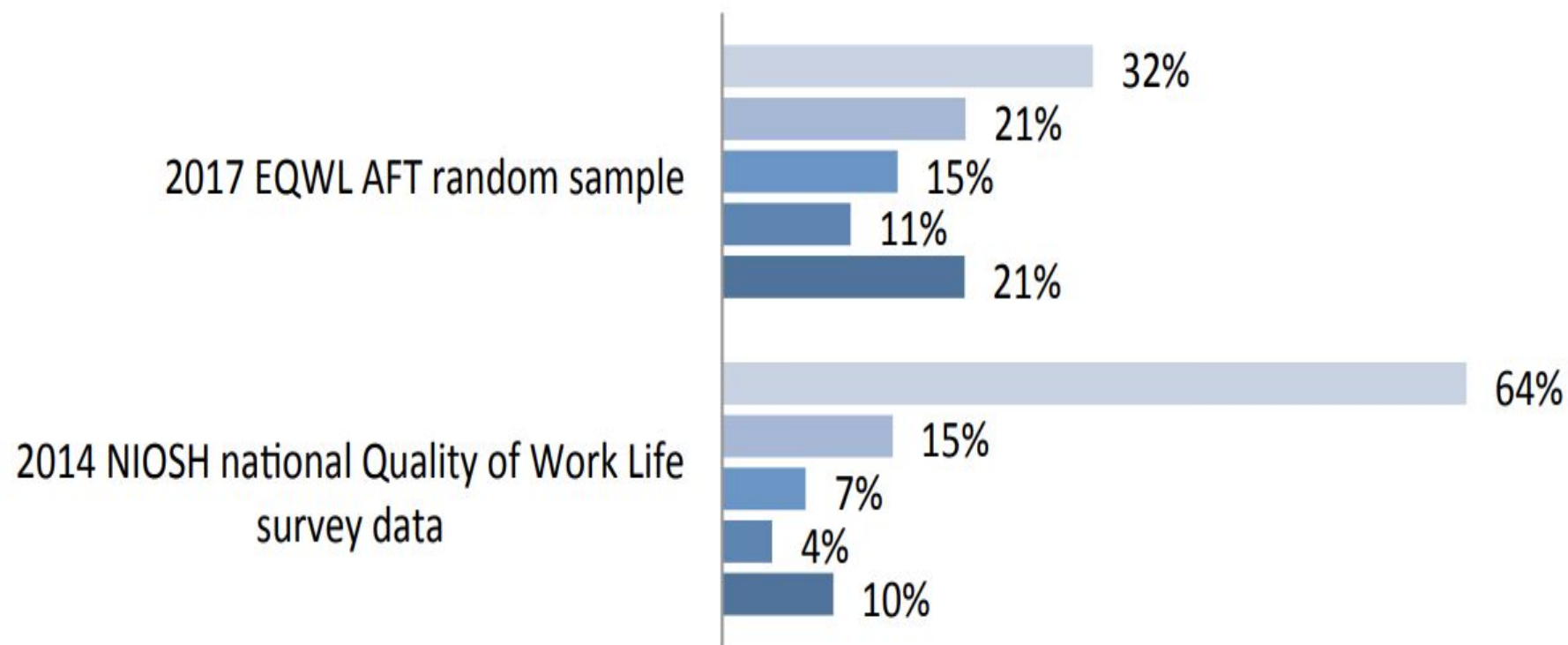




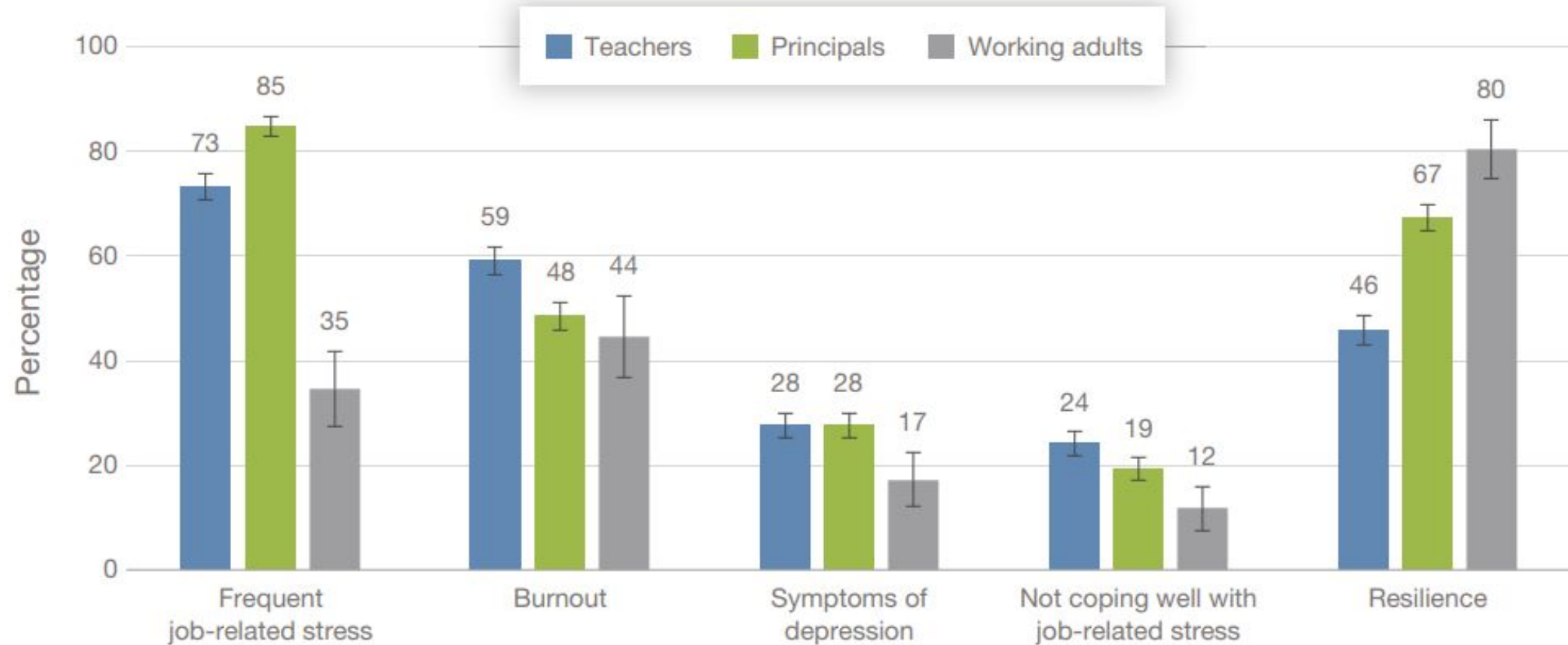
“There isn’t much support for teachers suffering from mental health issues. We’re worried that it will be a reason to be given negative evaluations or fired.”

For how many days during the past 30 days was your mental health not good?

■ 0 days ■ 1 to 3 ■ 4 to 6 ■ 7 to 10 ■ 11 or more



Well-Being of Teachers, Principals, and Working Adults in January 2022



NOTE: This figure shows the percentage of teachers (dark blue), principals (green), and working adults (light blue) who reported experiencing each indicator of well-being. The vertical black bars represent the 95-percent confidence interval for each estimate. Teachers $N = 2,349$; principals $N = 1,532$; working adults $N = 500$.



Research Report

ELIZABETH D. STEINER, SY DOAN, ASHLEY WOO, ALLYSON D. GITTENS, REBECCA ANN LAWRENCE,
LISA BIRDIE, REBECCA L. WOLFE, LUCAS GREER, HEATHER L. SCHWARTZ

Restoring Teacher and Principal Well-Being Is an Essential Step for Rebuilding Schools

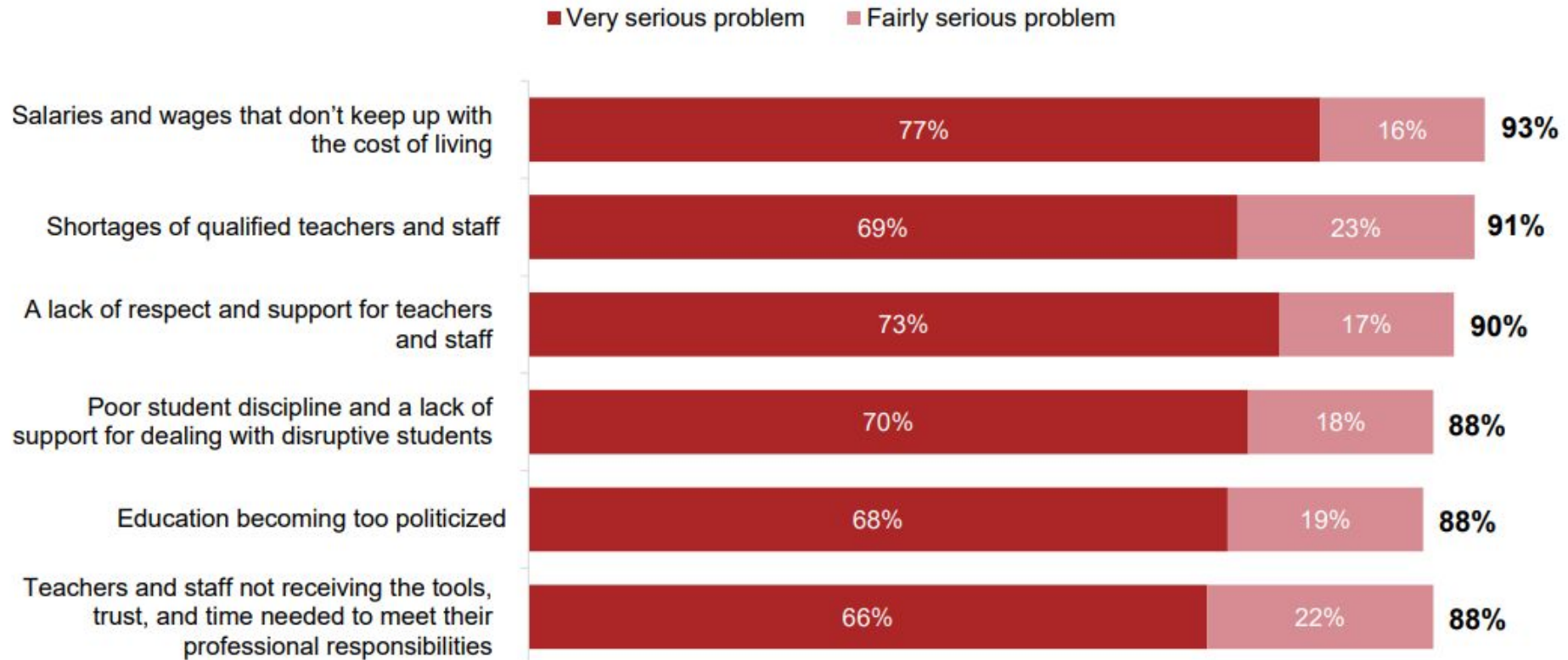
Findings from the State of the American Teacher and
State of the American Principal Surveys



- Teachers and principals reported worse well-being than other working adults.
- **Poor well-being and adverse working conditions** were associated with teachers' and principals' intentions to leave their jobs, while **supportive school environments** were linked to better well-being and a decreased likelihood of intentions to leave.
- Majorities of teachers and principals reported coping well with their job-related stress and intended to stay in their current jobs.



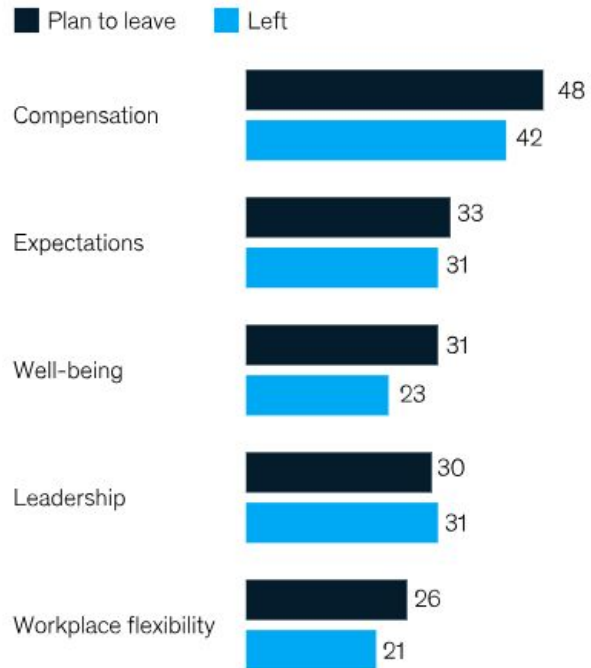
Reasons Teachers are Leaving the Field



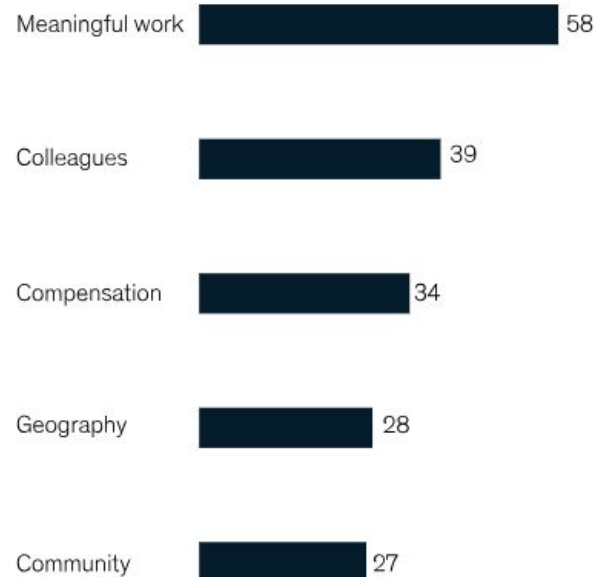
Interpersonal factors drive educators to stay in their roles, while unmanageable work environments can drive them to leave.

Reasons that education sector employees plan to leave vs stay, % of respondents (n = 1,899)

Top factors driving educators to leave



Top factors driving educators to stay



Note: Sample sizes are as follows: plan to stay, 59% (n = 1,126); plan to leave, 27% (n = 518); left, 13% (n = 255).

Source: Aaron De Smet, Bonnie Dowling, Bryan Hancock, and Bill Schaninger, "The Great Attrition is making hiring harder. Are you searching the right talent pools?," *McKinsey Quarterly*, July 13, 2022

McKinsey & Company



What is Well-Being?

Individual (or personal) well-being is a state of feeling satisfied, fulfilled, and having a sense of meaning or purpose.

Organization well-being is an organization's efforts to promote and maintain the physical, psychological, and social health for all employees.

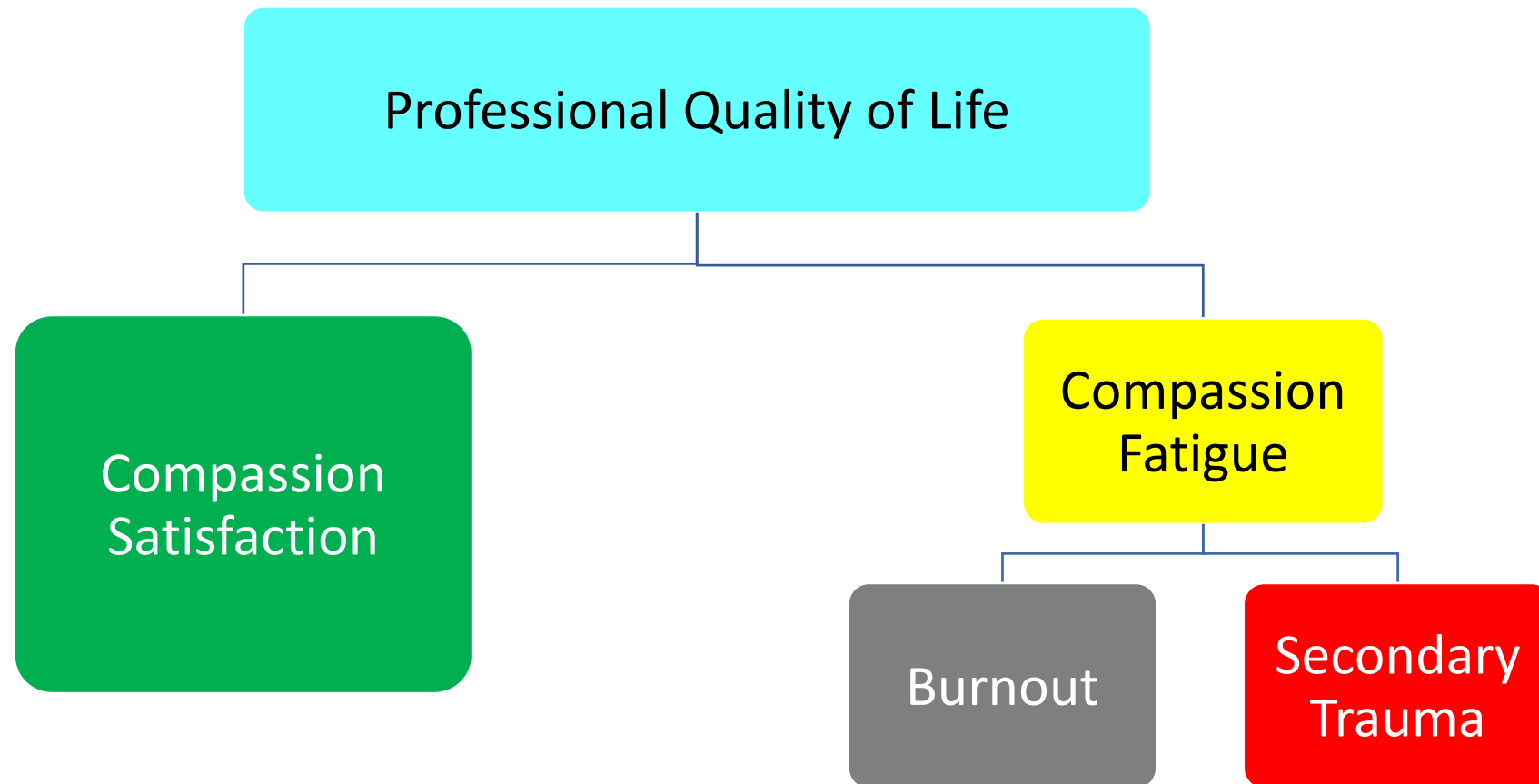


Importance of Well-Being

- Positive well-being allows us to better respond to stress and adversity.
- Being well improves our lives both at work and at home.
 - It optimizes our ability to be fully engaged in our work in schools and to deliver our professional skills.
 - It optimizes our ability to engage in meaningful relationships with our family, friends, and communities.



Compassion Satisfaction – Compassion Fatigue Model





Teacher Stress Impacts Students

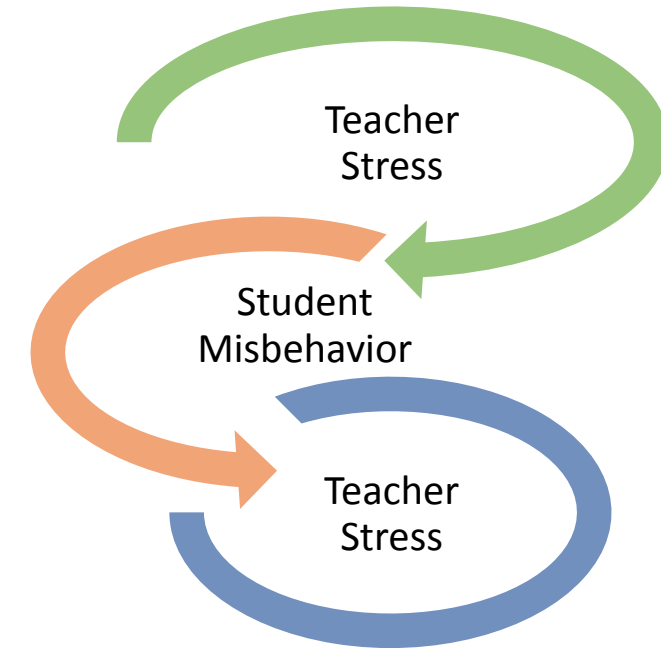
When teachers are highly stressed...

- Students show lower levels of social adjustment
- Lower student academic performance
- More student behavior problems

Greenberg, Brown, & Abenavoli (2016)

Classrooms led by a teacher who reported feeling overwhelmed (high burnout) had students with much higher cortisol levels.

Oberle & Schonert-Reichl (2016)





Individual Reflection

Think of a time that you experienced compassion fatigue or great stress from your work

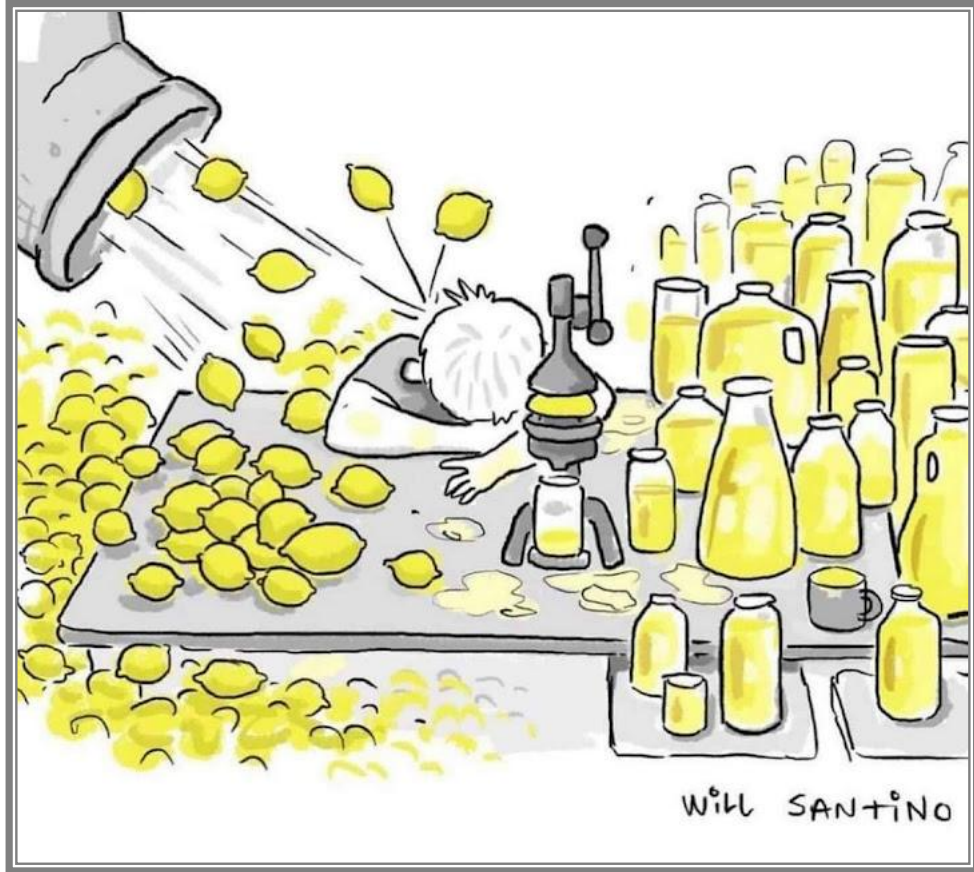
- How did you know you were experiencing it?
- How did you feel? What patterns of behavior did you experience?
- How did it influence your ability to do your job?





Personal well-being

Individual (or personal) well-being is a state of feeling satisfied, fulfilled, and having a sense of meaning or purpose.



***What are your
beliefs about
self-care?***



TeacherWISE



<https://teacherwise.org/>

- ✓ Teacher & Classroom focused
- ✓ Self paced online modules
- ✓ Downloadable PDF also workbook
- ✓ Additional resources on the website

www.providerwellbeing.org

- ✓ Mental Health and Behavioral Health focused
- ✓ Self paced online modules
- ✓ Additional resources including mindfulness audio scripts

What is Provider Well-being?

Personal well-being is a state of feeling satisfied, fulfilled, and having a sense of meaning or purpose.

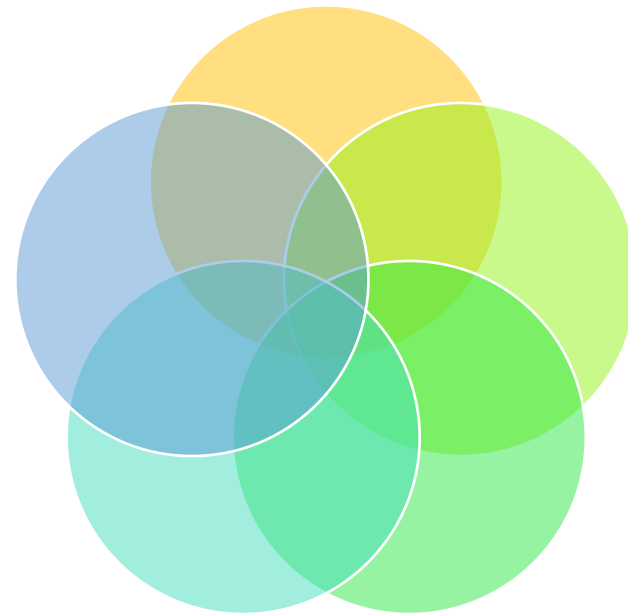
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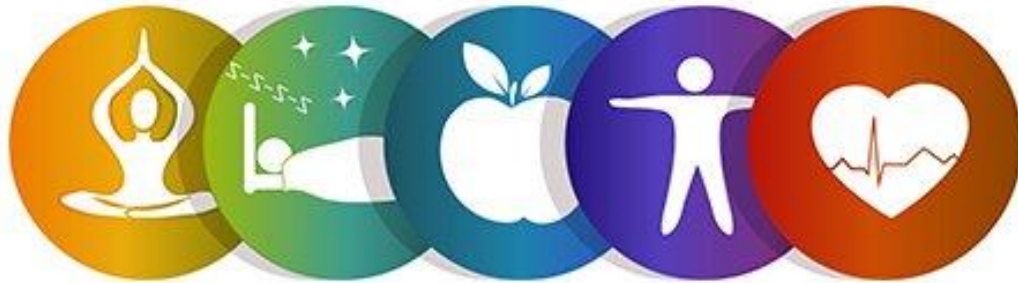
5 Components of Well-Being: POISE

- **Physical**
- **Occupational**
- **Intellectual**
- **Social**
- **Emotional**





Physical health



- ✓ Nutrition
- ✓ Sleep
- ✓ Active Hobbies
- ✓ Exercise
- ✓ Music



Occupational Health

- ✓ Satisfaction & Rewards of Your Job
- ✓ Managing Your Time Effectively
- ✓ Overcoming Procrastination
- ✓ Clear Roles and Expectations
- ✓ Ongoing and Constructive Feedback
- ✓ Opportunity for Mentorship or Constructive Feedback





Intellectual Health

- ✓ Opportunity to grow and flourish
- ✓ Meaning in Life and Work
- ✓ Professional Development
- ✓ Intellectual Stimulation





Social Health

Positive social relationships and social encounters

Feeling
Connected



Opportunity to
openly express
feelings

Unconditional
Support



Emotional Health



Feeling positive emotions and managing
distressing emotions



Steps in Self-Care Planning

- 1. Understand type of stress***
- 2. Identify personal stress manifestations*
- 3. Understand current ways of working through stress*
- 4. Select new/additional coping strategies*
- 5. Try it out and refine*



Professional Quality of Life (www.proqol.org)

- Free
- A 30-item self report, self scored
- Compassion Satisfaction and Compassion Fatigue Scales
- Compassion Fatigue subscales
 - Burnout
 - Secondary Trauma

PROFESSIONAL QUALITY OF LIFE SCALE (PROQOL)

COMPASSION SATISFACTION AND COMPASSION FATIGUE

(PROQOL) VERSION 5 (2009)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the *last 30 days*.

	1=Never	2=Rarely	3=Sometimes	4=Often	5=Very Often
_____ 1.					
_____ 2.					
_____ 3.					
_____ 4.					
_____ 5.					
_____ 6.					
_____ 7.					
_____ 8.					
_____ 9.					
_____ 10.					
_____ 11.					
_____ 12.					



Steps in Self-Care Planning

1. *Understand type of stress*
2. ***Identify personal stress manifestations***
3. *Understand current ways of working through stress*
4. *Select new/additional coping strategies*
5. *Try it out and refine*



Ways in Which I am Affected by Stress

Physical Signs (musculoskeletal and visceral)

- Body Tension (stiffness, tense muscles, headaches, eye strain)
- Restless Energy (twitching, tapping, grinding teeth, picking skin, trembling/shaking, voice quivering)
- Biting nails
- Stuttering/stammering
- Body responses (heart pounding, chills, dry mouth, sweating, dizziness, GI issues)
- Changes in sleep or appetite



Ways in Which I am Affected by Stress

Mood and Demeanor

- Preoccupied
- Uneasy/uncomfortable
- Edgy
- Anxious
- Exhausted
- Forgetful
- Nervous
- Irritable



Week of:	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
<i>1=no stress; 5 = moderately stressed but handling; 10 most stressed I've ever been</i>							
Stress Rating							
Coping Activity Used:							
Frequent Headaches							
Joint/Neck Stiffness							
Trembling/Shaking							
Stuttering/Stammering							
Biting Nails							
Eye Strain							
Tense Muscle/Back							
Restlessness							
Voice Quivering							
Picking Skin							

Stress Reaction Log



Steps in Self-Care Planning

1. *Understand type of stress*
2. *Identify personal stress manifestations*
3. ***Understand current ways of working through stress***
4. *Select new/additional coping strategies*
5. *Try it out and refine*

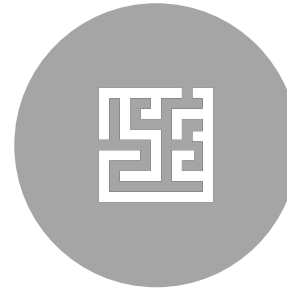


Healthy ways to respond to stress



Healthy Alternative Activities

Doing something else, distract yourself



Reframing

Finding the lesson to be learned in this situation



Problem Solving

Breaking down the issue or trying to look at it differently



Social Support

Seeking ideas or clarity from others



Positive Ways of Working Through Stress

Please read each item below and think about how you have coped with stressful experiences. Using the following rating scale, circle to what extent you have used the strategies listed below.

0=Don't Use 1=Use a few times per Month 2=Use most Weeks 3=Use most Days

- | | | | | |
|--|---|---|---|---|
| 1. Used a substitute healthy activity to clear my mind for a bit. | 0 | 1 | 2 | 3 |
| 2. Let my feelings out in a safe place/way. | 0 | 1 | 2 | 3 |
| 3. Wrote/drew/journaled about my experiences. | 0 | 1 | 2 | 3 |
| 4. Exercised/jogged/worked out. | 0 | 1 | 2 | 3 |
| 5. Listened to music that improves how I feel. | 0 | 1 | 2 | 3 |
| 6. Tried to sleep or eat better to improve my body readiness for stress. | 0 | 1 | 2 | 3 |
| 7. Looked for the good/positive side or lessons I could learn. | 0 | 1 | 2 | 3 |

1-6 Healthy Alternative Activities

7-12 Reframing

13-18 Problem Solving

19-24 Social Support



Steps in Self-Care Planning

1. *Understand type of stress*
2. *Identify personal stress manifestations*
3. *Understand current ways of working through stress*
4. ***Select new/additional coping strategies***
5. *Try it out and refine*



Week of:	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
<i>1=no stress; 5 = moderately stressed but handling; 10 most stressed I've ever been</i>							
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Restlessness							
Voice Quivering							
Picking Skin							

Stress Reaction Log



Steps in Self-Care Planning

1. *Understand type of stress*
2. *Identify personal stress manifestations*
3. *Understand current ways of working through stress*
4. *Select new/additional coping strategies*
5. ***Try it out and refine***



Putting it all together: Self Care Plan

1. Fill in the coping strategy you want to try this week in the top row.
2. Used CS row: Mark whether or not you used the strategy that day. You can also note the number of times you used the strategy.
3. Rating row: Using the scale below, rate the effectiveness of the coping strategy.

Effectiveness Rating scale

- 2 I felt considerably worse
- 1 I felt a little worse
- 0 I didn't notice a difference
- +1 I felt a little better
- +2 I felt considerably better

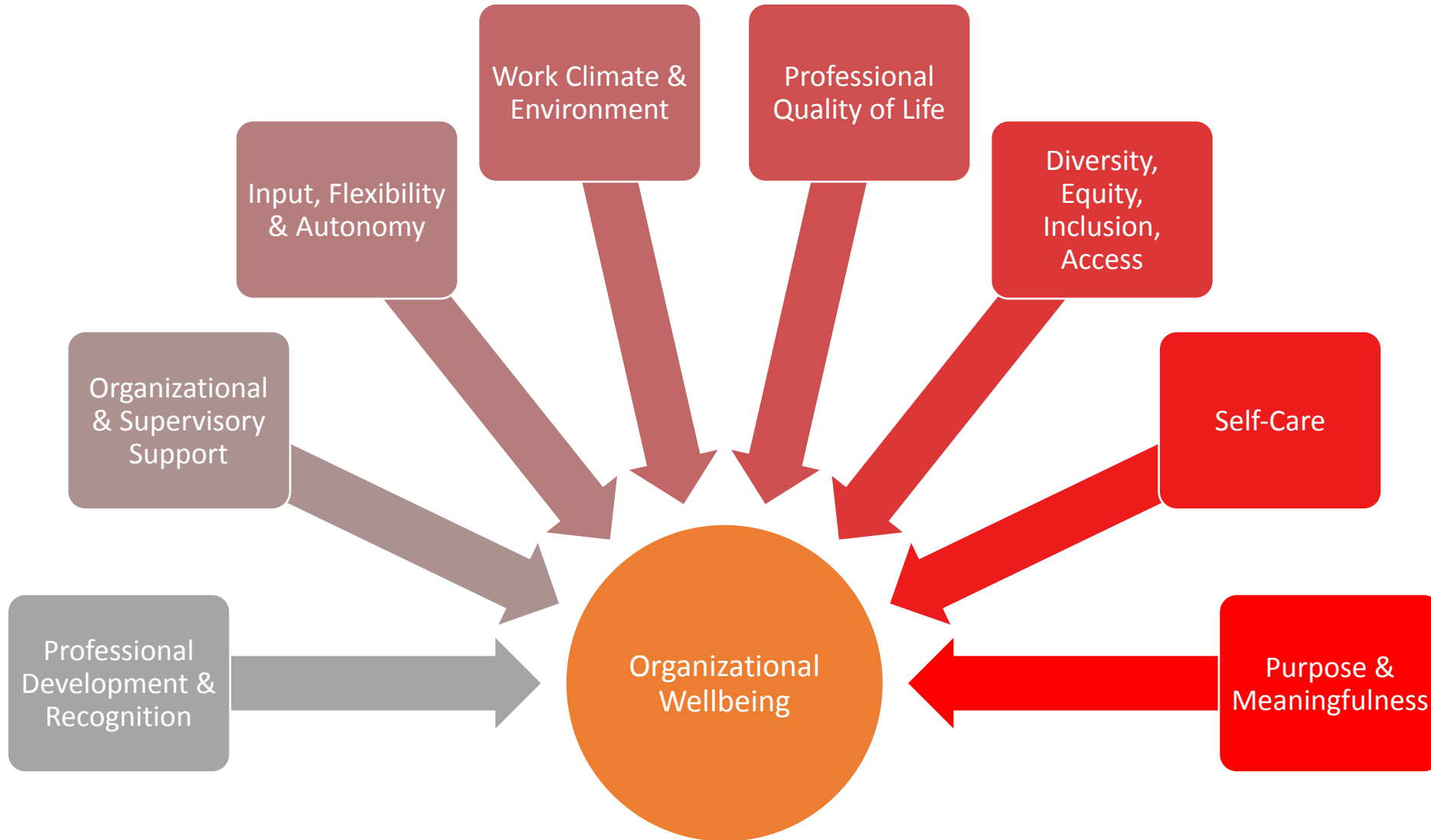
4. At the end of the week, average the daily effectiveness of the coping strategy.

Positive Coping Strategy #1:							
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Used CS							
Rating							
Notes:							
Weekly Average _____							



Organizational Well-Being

An organization's ability to **promote** and maintain the **physical, psychological, and social health** for all employees.



Source: National Center for School Mental Health



Organization Well-being Inventory for Schools (OWBI-S)

Welcome to SHAPE! Explore all that SHAPE has to offer to improve your entity's school mental health system.



Map your school mental health system and supports

Teams are encouraged to start with the School Mental Health Profile, which asks about the structure and operations of your school mental health system. This profile is part of the National School Mental Health Census, an effort to capture the status of school mental health nationally.



Assess system quality using national performance measures

School Mental Health Quality Assessment

Trauma Responsiveness

Organizational Well-Being Inventory for Schools (OWBI-S)



Improve your school mental health system

- Custom reports help guide your team's strategic planning for system improvement.
- Use the Resource Library to inform continuous quality improvement.



Learn and Share SHAPE

- Support your schools and districts as they Map, Assess, and Improve using National Performance Measures
- Learn about SHAPE features and how to share information about the SHAPE system with others.



My Districts

- View data related to school mental health from districts across your state in the "My Districts" tab.

The OWBI-S lives here.
Check out our other
resources – all free.

<https://www.theshapesystem.com/>

Input, Flexibility & Autonomy

Indicators:

1. My school provides employees with a clear, effective process for giving feedback about practices and policies.
2. My school incorporates employees' feedback into decisions about practices and policies
3. Employees at my school are involved in the creation of new and updated policies and procedures.
4. Employees at my school feel empowered to speak up about concerns they have in the workplace.
5. Employees at my school feel empowered to bring up ideas and make suggestions to improve the school.
6. Employees at my school are supported to function well autonomously.
7. Employees at my school are given the autonomy to self-manage their work.
8. My school accommodates individual needs or responsibilities in employees' personal lives

Work Climate & Environment

Indicators:

1. My school exterior and interior spaces are well-lit and physically well maintained (e.g., clean, secure, healthy).
2. My school provides employees with adequate resources to complete their job duties (e.g., providing adequate space, good Informational Technology (IT) systems, other practice supports).

- 3. Information and resources about employee rights and staff well-being are posted in places that are visible.
- 4. My school does not tolerate and appropriately responds to sexual harassment and other forms of harassment by adults or students.
- 5. My school has a formal, confidential process for employee grievances/complaints that is managed by those in the appropriate role.
- 6. My school only schedules meetings or activities that are relevant to my work and/or are an efficient use of my time.
- 7. Leaders in my school delegate work effectively. 8. Employees in my school are supported in setting and adhering to healthy workload boundaries.

Professional Development & Recognition

Indicators:

1. My school provides all employees with training related to their specific job tasks.
2. Employees are provided opportunities, coverage, and continuing education credit to attend helpful trainings related to their role.
3. My school provides information and skills training and/or education on the steps necessary to advance in one's role.
4. My school provides leadership development training.
5. My school offers perks/special privileges (e.g., better parking space) to employees who demonstrate high quality performance.
6. My school regularly recognizes and celebrates professional accomplishments (e.g., promotions).
7. My school regularly recognizes and celebrates personal milestones and successes (e.g., birthdays, life events).
8. My school recognizes people's passions, including activities and hobbies beyond work.

Organizational & Supervisory Support

Indicators:

1. School employee roles and responsibilities are clearly defined and adhered to.
2. Staff-to-student ratios are sufficient for staff to effectively perform their jobs.
3. My school provides helpful support for administrative tasks and procedures (e.g., completing paperwork).
4. All employees at my school receive sufficient, timely, and relevant supervision and coaching.
5. My school provides effective and timely support to address instructional issues (e.g., new curricula).
6. My school provides effective and timely support to address student-related issues (e.g., student emotional and behavioral concerns).
7. Our employee evaluation procedure is clear and fair.
8. School employees feel comfortable discussing concerns about the school or their job with supervisors without fear of negative consequences (e.g., being treated differently, feeling like their job is in jeopardy or having it impact their role on the team).

Self-Care

Indicators:

1. My school provides continuous education and training for all employees to understand the connection between stress, well-being, and health including signs of burnout, compassion fatigue, and/or vicarious or secondary trauma.
2. My school provides protected time and encourages employees to participate in self-care and self-compassion activities.
3. An employee assistance program (EAP) is readily available to all employees and its use is encouraged.
4. Time is allotted in supervision and/or yearly reviews to freely discuss job stress and self-care strategies.
5. My school provides opportunities and space for all employees to practice mindfulness/take quiet time during the day.
6. My school provides sufficient time for employees to take breaks during the day.
7. My school strongly encourages use of sick and vacation time.
8. At regular intervals, my school measures employee well-being and self-care.

Diversity, Equity, Inclusion, & Access

Indicators:

1. My school has a clear working definition of diversity, equity, inclusion, and access.
2. Information about diversity, equity, inclusion, and access is posted in places that are visible.
3. My school regularly engages continuous quality improvement of organizational processes and practices related to DEIA.
4. My school provides training to all employees on diversity, equity, inclusion, and access.
5. My school engages in equitable decision-making by including input from multiple sources.
6. There is a clear feedback process and point of contact for diversity and equity related matters, including mechanisms to support employees harmed by acts of discrimination.
7. My school provides culturally relevant instruction, supports, and services to its students.
8. Employees feel accepted and respected in my school.

Purpose & Meaningfulness

Indicators:

1. My school supports employees to identify their personal values and align those with their work.
2. Employees are proud to work in my school.
3. Job assignments and responsibilities are shaped around the employees' interests and strengths.
4. My school provides tasks and activities that are personally meaningful to employees.
5. Employees derive a sense of purpose from their careers.
6. My school provides opportunities for employees to identify their professional goals.
7. Employees feel that their work has meaningful impact.
8. The school helps employees recognize the value of their unique contributions to the overall mission of the school.

Professional Quality of Life

Indicators:

1. The workload for employees is reasonable and achievable.
2. Employees' training and skills are well utilized by my school.
3. Employees feel their day-to-day tasks make a difference.
4. Employees are happy to work in my school.
5. Employees enjoy the people they work with at my school.
6. My school creates a sense of collegiality and teamwork among employees.
7. My school encourages new ideas and innovations from employees.
8. My school encourages appropriate boundaries between work and personal life.



Current Reporting Period: **August 2021 - June 2022**

[Change Reporting Period](#) ⓘ

[Summary Report](#)

Work Climate and Environment



[Take Survey](#)

[View Report](#)

Input, Flexibility, and Autonomy



[Take Survey](#)

[View Report](#)

Professional Development and Recognition



[Take Survey](#)

[View Report](#)

Organizational and Supervisory Support



[Take Survey](#)

[View Report](#)

Self-Care



[Take Survey](#)

[View Report](#)

Diversity, Equity, Inclusion, Access (DEIA)



[Take Survey](#)

[View Report](#)

Purpose and Meaningfulness



[Take Survey](#)

[View Report](#)

Professional Quality of Life



[Take Survey](#)

[View Report](#)



Report

- Summary Scores
 - Overall
 - By Domain
- Action Planning Template

Schools (OWBI-S) Progress Report
JEFFERSON UNITED

Reporting Period: September 2018 - June 2019
Date of Report: 09/04/2023
Entered By: 2 Users

Understanding this Summary

This report is generated based on the information you provided for the OWBI-S survey. The composite score for each domain is the average of your ratings for every item within the domain.

Composite scores of 1.0-1.9 are classified as **"Emerging"** areas, 2.0-2.9 are classified as **"Progressing"** areas, and 3.0-4.0 are classified as areas of **"Proficient."**

ORGANIZATIONAL WELL-BEING INVENTORY FOR SCHOOLS (OWBI-S) DOMAINS

PROFICIENT

Composite Score

- 4 Professional Development and Recognition
- 3.6 Self-Care
- 4 Diversity, Equity, Inclusion, Access (DEIA)
- 4 Purpose and Meaningfulness

PROGRESSING

Composite Score

- 2.6 Work Climate & Environment
- 2.9 Input, Flexibility & Autonomy
- 2 Organizational and Supervisory Support

EMERGING

Composite Score

- 1 Purpose and Meaningfulness



Strategic Planning Guide

1. Prioritize 1-2 Improvement Areas

- Need for change?
- Desire for change?
- Resources to support change?
- Barriers to change?

2. Develop a Measurable Goal



Strategic Planning Guide

This Strategic Planning Guide is a tool for teams who have completed the Organizational Well-Being Inventory for Schools (OWBI-S) and are ready to engage in a strategic planning process to improve organizational well-being in their schools. The OWBI-S provides an overview of the organizational well-being of your school system, often surfacing numerous strengths and opportunities for improvement or growth. However, most systems have more opportunities for improvement than they can realistically address in a given school year. Therefore, this guide is designed to help teams prioritize one to two areas for improvement, develop a measurable goal, and map out an initial plan including anticipated opportunities and barriers, action steps, and a timeline.

Step 1: Prioritize 1–2 Improvement Areas

The Organizational Well-Being Inventory for Schools (OWBI-S) includes eight domains (Work Climate and Environment; Input; Flexibility and Autonomy; Professional Development and Recognition; Organizational and Supervisory Support; Self-Care; Diversity, Equity, Inclusion, and Access (DEIA); Purpose and Meaningfulness; and Professional Quality of Life). The District Version of the OWBI-S includes an assessment of district implementation support. We encourage you to meet with your district team and review your scores on each area provided in the OWBI-S report.

Some teams have a clear idea of which improvement area they want to start with after they complete the OWBI-S. If this is true for your team, select your area and move directly to Step 2!

If you are not sure yet which improvement area is right for you, consider the following discussion questions to build consensus on which area(s) to prioritize:

- **Desire** – How much desire (e.g., motivation, need) is there to improve this area?
- **Impact** – How much impact would improvements in this area have on overall staff and/or school well-being?
- **Resources** – What resources (e.g., staffing, capacity, financial resources, leadership support, community support, partnerships, expertise) are available to make changes and improvements in this area?



Examples

- **Input, Flexibility, and Autonomy:** By the end of the school year, the district schools' administration will collect anonymous surveys from the entire school staff regarding organizational climate. The district schools' administration will use the data to review the top areas of concern for staff and develop an action plan to address the top one to two areas highlighted by staff.
- **Professional Development and Recognition:** By the end of the first month of school, district schools' employee wellness committees will create a bulletin board in the staff lounge to highlight employees' professional accomplishments and personal milestones and will regularly update the board to highlight the diversity of interests and accomplishments at their school.



Strategic Planning Guide

3. Define Success

- Define what success looks like
- Consider opportunities that exist and current work
- Who will be involved?

4. Create Action Plan

- Short term timeline (0-6 months)
- Long term timeline (7-24 months)



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This Strategic Planning Guide is a tool for teams who have completed the Organizational Well-Being Inventory for Schools (OWBI-S) and are ready to engage in a strategic planning process to improve organizational well-being in their schools. The OWBI-S provides an overview of the organizational well-being of your school system, often surfacing numerous strengths and opportunities for improvement or growth. However, most systems have more opportunities for improvement than they can realistically address in a given school year. Therefore, this guide is designed to help teams prioritize one to two areas for improvement, develop a measurable goal, and map out an initial plan including anticipated opportunities and barriers, action steps, and a timeline.

Step 1: Prioritize 1–2 Improvement Areas

The Organizational Well-Being Inventory for Schools (OWBI-S) includes eight domains (Work Climate and Environment; Input; Flexibility and Autonomy; Professional Development and Recognition; Organizational and Supervisory Support; Self-Care; Diversity, Equity, Inclusion, and Access (DEIA); Purpose and Meaningfulness; and Professional Quality of Life). The District Version of the OWBI-S includes an assessment of district implementation support. We encourage you to meet with your district team and review your scores on each area provided in the OWBI-S report.

Some teams have a clear idea of which improvement area they want to start with after they complete the OWBI-S. If this is true for your team, select your area and move directly to Step 2!

If you are not sure yet which improvement area is right for you, consider the following discussion questions to build consensus on which area(s) to prioritize:

- **Desire** – How much desire (e.g., motivation, need) is there to improve this area?
- **Impact** – How much impact would improvements in this area have on overall staff and/or school well-being?
- **Resources** – What resources (e.g., staffing, capacity, financial resources, leadership support, community support, partnerships, expertise) are available to make changes and improvements in this area?



Individual Reflection

What is one step you will take to further your personal well-being?

What is one step you will take to further your organization's well-being?





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